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*Training and Coaching
Soccer Manual
for
Junior Footballers*

by

Doug Ferrier

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ILLUSTRATED

Introduction . . .

IT IS with a great deal of pleasure that I have read Mr. Doug. Ferrier's book—"THE COACHING OF JUNIOR FOOTBALLERS".

I feel the writer has fully explained all of the basic principles, which not only make good or great footballers, but good and great football teams. His efforts in reaching for mental and physical success in players must surely be a great help to them as citizens.

I sincerely hope that not only the coaches and young players who read this book, but also the older players, will derive as much pleasure in reading it as I have. My congratulations to the writer, Mr. Doug. Ferrier, and may his efforts be well rewarded.

Alex Cameron

EX AUSTRALIAN SOCCER CAPTAIN

Thanks to . . .

ADAMSTOWN SOCCER WELFARE & RECREATION CLUB who made possible the printing of this Junior Soccer Manual.

JOHN W. BROWN for the many hours he spent in the taking of the fine action pictures in this booklet.

ALLAN JOHNS, K. WADDINGHAM, M. HAMILTON, C. MOORE, W. MAHONEY and W. AVERY, players of the Adamstown "Rosebud" Soccer Football Club, for generously offering to demonstrate the correct fundamentals of various stages of soccer football.

Foreword . . .

THIS BOOK has been published in an honest attempt to improve the coaching, and all round football skills, of junior footballers. It may also prove a guide to widen the knowledge of junior coaches and managers who can impart this knowledge to their youngsters to become our future "stars".

We, the people who have compiled and published this book, after years of study, from our own abilities and European methods, decided on this Training and Coaching Manual as our effort to impart this knowledge to others.

The players illustrated are from the "Rosebud" Club. Allan Johns and Bill Mahoney are both Internationals—they have represented their country on many occasions. A. Johns is one of the most accomplished football artists to have represented his country.

This edition was prepared under his instruction by D. Ferrier, coach of the Adamstown "Rosebud" Soccer Football Club from 1954 to 1957.

The Coaching of Junior Footballers

PLANNING OF "COACHING"; AND METHODS

The main purpose of this Coaching scheme is to bring out the best that is latent in the youngsters who are to receive their tuition. We hope to develop their physical and mental qualities to the highest grade of soccer... that is technically and tactically. No one can foretell who of these youngsters will become the star of the future.

The Coach's job will be well done even if a small percentage become stars. It will only be successful if the coaching is carefully planned, using the best methods.

The whole standard of our future football will be raised to a high level. Those who do not become stars will develop physically and have better moral qualities. These players will become honest and good members in our football community.

The physical part has to be taken into account, as the body of junior footballers is raw material which the coach has to shape. It is not an easy task as they react too readily to outside influences. Youngsters at the age of 16-18 years, by their quick growth, are more nervous—which must be taken into account. They differ to a very marked degree from the other ages, especially adults.

The training of juniors in the age limit from 14-18 years has to vary according to their individual physical abilities. It is only by appropriate exercises can they hope to strengthen the muscles, especially the heart sinews. If the exercises are not systematic they may lead to weaken the heart ventricle. Strong heart muscles will enable the heart to pump blood at a lower beat.

The bone structure is quite different from adults; they are more delicate and flexible. They have less mineral substance. It is only by appropriate exercises that the growth is prolonged. If exercises are too strenuous ossifi-

cation will stop the growth and will stop full development of the body, and the muscles follow suit. If the exercises are easier they will enjoy the faultless execution and so gain confidence and will go on to further and harder exercises.

Adolescents are the hardest to train; the characteristics show signs of quick growth which amount to inches a year. Some want their own way which shows all the characteristics of all age groups. The quick growth needs a great energy supply. Adolescents eat so much, yet are so hungry. This means youth is unfit for strenuous exercises over long periods.

They have lack of control over limbs, their nervous system and muscle control becomes clumsy; they are awkward. The coach must be patient toward their adolescent clumsiness. When youth reaches the 19-20 years mark the growth slows down and they acquire a manly shape—the nerve centre and muscles become better balanced.

In the coaching and training plan all these peculiarities must be kept in view.

We must endeavour to develop perfection, technical skill, the teaching of faultless ball-control, and so bring their "ball sense" to the highest level possible.

The bodies of the youngsters should be made strong and tough, their movements in speed and skill should be brought to a high standard. They should be taught the economical use of force, the best way to solve and carry out their movements under all conditions.

They should be taught the standard rules and healthy ways and habits of life in competitive sport on and off the field. As youth is subject to selfishness it is by team work that we will mould the unselfish player. We will develop will-power, discipline and self-control, a good fighting spirit and to honour the opponent.



A. JOHNS demonstrating the instep kick. Note the foot bent, toes down, shin over the ball, the supporting leg; also the balance



A. JOHNS—Knee bent, shin over ball, toe pressed down, heel up.



A. JOHNS—Lean back, arms for balance, instep making contact with ball.



A. JOHNS—Foot following through.

The main purpose of training the beginner, or junior, is different to the senior player. With the junior it is the technical use of ball control with every part of the body. The young player should be taught the various technical elements. Methodically, and with great care, to teach accuracy. Every minute detail, every movement should be made to bring the junior to near perfection.

The principle of progress should be in various stages from simple to complicated.

One of the most important parts of the game is running—the running of long distances and speed; the players of various groups having longer distances than others. The correct technique of running should be taught so as to attain speed and to avoid loss of energy. The correct breathing is important—correct breathing avoids ills and gives a greater capacity for harder work. The correct posture and running actions are to be taught. It would be wrong when running to pull up suddenly because the pulling action against the muscles, etc., would be likely to cause injury.

The basis of the training should be continuous development from one year to the next, so as to have gradual improvement, taking into account the physical abilities, elements, pitch training sessions and various other activities. If these aims are achieved we need not fear the future.

THE BUILDING OF A TEAM

The first period is the transition.

Second period is laying the foundation.

Third period is conditioning.

Fourth period top form.

The transition period is the beginning of the first coaching and training sessions, possibly beginning in February and lasting from four to six weeks, according to progress made. Games can be inserted in sessions, i.e., football, tennis, gymnastics, various running and ball games to develop quick ball sense. All individual faults should be eradicated. Beginners should be given much easier tasks than the older age groups.

The second period—laying the foundation. This period is a greater step for laying the whole future of a team,

individual skill and physical exercises. The training should be in gradual stages. The period should last four to six weeks with as many sessions as possible. The principle of skill should be brought up with plenty of ball practise, all the necessary technical elements and the right movements and physical abilities, according to their age.

The technique of running is most predominant in a game of football, especially the running of long distances and speed, the velocity of start over short distances. Certain groups run longer distances than other groups. The distance should be increased according to progress made. The training sessions should be increased each week.

The third period of good condition. This period, like the previous period, is to pave the way for the whole season and the future. The purpose of this period is to improve general all round abilities—the physique, technique, ball skill, tactics, etc., which means team work both in defence and attack, the correction of all individual shortcomings to shape the unity of the team. The duration is the same as previous periods, only speed with the ball is different.

The fourth period—top form. We have to bring the juniors still to an all round improvement of technique, all the advanced phases of kicking, tackling, heading, feinting, etc., and all various elements of teamwork.

The difference between seniors and juniors in all periods is the all round improvement for juniors, whereas with seniors it is repetition and the polishing up of techniques already acquired over a period of years.

FIELD VISION

Instead of a player keeping his eyes on the ball he must be taught to not only see the ball but everything around the ball—the opponents and his own colleagues. They must be taught to see out of the normal range of vision. The aim will be to make their movements with the ball automatic. In order to make their movements spontaneously and ingeniously the players will have to use their



A. JOHNS—Follow right through with kick.



A. JOHNS—Kicking with inside of foot.



M. HAMILTON—Kicking with inside of foot.



M. HAMILTON—Kicking on the volley. Note knee raised, toe bent down, ball making contact with instep, body back.

"second sight" to take in all situations connected with the ball. When they master these movements they will be able to make their ball control automatic and change the series with perfection and their passes and dribbling will be accurate.

In every training session the coaches should insert boundary vision exercises which will lead up to this phase. If our future players are taught boundary vision we will have no worry about the postgraduate success of our pupils because they will be able to solve and possess all the solutions which will bring to them better success—technical and tactical skill.

TECHNICAL INSTRUCTION

Our aim is to make our youngsters masters of the ball. They should know all the solutions and possibilities. In every position they should be able to kick to the exact spot the ball is intended—they should be able to head a ball standing or jumping to the appropriate spot and to dribble, tackle with both feet, also to be able to feint with and without the ball. If pupils have natural ability, by proper perseverance and physical abilities, guided by coaches with a good knowledge of the game, our players will become talented footballers.

The coaches must deal with every minute detail—kicking, trapping, ball control, stopping and pulling the ball down from various positions, heading, dribbling, throw-ins, corner kicks and all the arts of goal keeping (goal-keepers are specialists). We must teach from the simple to the complicated—especially the beginners. The juniors from 15-18 years must have some knowledge and know how to apply some ball technique whereas the beginner has to learn the fundamental or basic principles of ball control as all elements must be learned at an early age and then polished up and perfected throughout the years.

The difference between junior and senior players is the seniors polish what knowledge they have acquired over the period of years.

The method must be simple and adopted according to the youngsters' mental and physical development.

It is with systematic coaching the players will develop the elements, by a process which will enlarge their abilities and powers of observation. All these elements are necessary to promote a level of proficiency and efficiency.

INSTEP KICKING

The instep kick is the most indispensable kick. It can be the most forceful for long or short distances; it is one of the most important kicks for shooting at goal. Too much attention cannot be applied on the correct position of the instep when contacting the ball. The ball must be hit by the upper middle part of the foot—the big bone behind the toes. The pressing of the foot well down is most important. The trouble with most beginners is that they are afraid they will kick the ground by the pressing down motion.

We must apply the appropriate leading up exercises—the approach to the ball and balance by swinging the arms and leg. (Illustrations 1 to 5).

The pure instep kick has a greater advantage than any other kick because kicking with the outside or inside of the foot causes the ball to spin which makes it hard to control and is not as accurate. Although the push with the full inside foot is accurate it is not very good for force and distance. The inside kick is alright for short passes providing it is concealed to some extent.

When carrying out the instep kick the following manner and motion are necessary, i.e., shooting with the right leg—step close to ball with left leg slightly bent and the kicking leg ankle bone level with the ball. The kicking leg swings from the hip, knee bent, toe pressed down, the body bends forward. In this example the left shoulder to the front, right shoulder back, the arms are flung due to the balancing motion.

In the method of teaching the movements they must be demonstrated by the coach to the pupils—the execution of motion to taking kick, the position of feet and body. He must emphasise the importance of pressing the toes down and the swinging back of the kicking leg, the direction of the kick and the contact of ball with the foot.



K. WADDINGHAM — Feint to kick letting ball roll under foot.



A. JOHNS — Kicking with the knee.



M. HAMILTON—Gathering a ball with inside of the foot close to the ground, bringing it under control.



K. WADDINGHAM brings a falling ball down with instep.

The best method is to teach the pupils in pairs, say one ball to two pupils, because they will learn much easier. One of the youngsters throws the ball then they change places after a number of throws. This method can be used in all the various ball practises.

First with stationary ball, then with the rolling ball.

In all exercises for beginners it is advisable to teach the motions without the ball. They must not be hurried, they must slowly and carefully be carried out in a standing position, then by advanced stages, first with the strong leg, then with the weak leg; the motions of the kick swinging back and pressing down of toe, and swinging forward. All short comings must be seen to. After, they practise the stepping up to the ball with the motion in the first stage, still without the ball.

(Stage 2) Now the leading up to the faultless execution of kick with the ball begins, firstly by player holding the ball and kicking up in the air with both feet, then to a partner, because this principle is best taught in pairs according to the coach's instructions. This second stage is to feel the ball—the right impact with foot and ball.

(Stage 3) To kick a stationary ball from a standing position, carefully stepping to the ball, and kicking the ball softly forward. All motions are to be carefully carried out. The ball need not necessarily be kicked accurately at an object at this stage. After this has been practised with both legs, the motion can be speeded up and more forceful and then the ball can be kicked with accuracy by first walking, later running slowly, then with more speed.

(Stage 4) The player still in standing position kicks with instep a ball that is slowly rolled to him.

(Stage 5) Player moves to a rolling ball, that is the ball coming to him and he moving to the ball.

(Stage 6) The ball should be rolled or thrown, now faster and inaccurately. The player still kicking it back to his partner or coach.

(Stage 7) Now the ball may be thrown in mid air from various angles.

This will lead up to "volleying"—the kick must be in front of the body.

(Stage 8) The motions of this kick are,—the body bends slightly back, the leg must follow through as the leg swings forward and up, firstly from a standing position, then while on the move.

(Stage 9) Same as above only the ball has to be kicked low.

For juniors of 14 to 18 years more advanced stages leading to the highest principles of football—the same as above stages, only boundary vision is brought into play by the player looking into the eyes of coach whilst kicking the ball. Player must kick the ball back with accuracy.

Kicking feints can be asserted in all exercises. As an example: A player leans to the right, the shoulder turned or lowered to the right as if to kick that way, instead he will kick to the left. The instep or side of the foot is best for a short distance and for forceful shots or passes the instep kick is most effective.

Stepping to the ball with the right foot, then kicks it with left foot. All feints must be made to appear real.

KICKING WITH THE INSIDE OF FOOT

This is a simple method of kicking and it can be most accurate. The main thing is to conceal the kick. It is easiest because of the contact with ball and the full blade of foot, the knees and hips must be turned out. The harder kick, the "chopped" kick, is undesirable because it causes the ball to spin. For team work and style these kicks must be carefully taught. (Illustrations 6 to 7).

KICKING WITH OUTSIDE FOOT

This kick is not always suitable because it has a tendency to spin the ball and is not accurate. The trouble with this kick is the toes turn inwardly, the ball has to be in the right angle. The kick may be used in corner kicking or spot kicking, or passing when swerving past the opponent or when feint shooting.



K. WADDINGHAM gathering the ball to bring down with instep.



A. JOHNS brings a falling ball down with thigh.



A. JOHNS gathering a ball with the instep.



A. JOHNS brings the ball down. This is performed with the recoil of the foot to break the impact.

KICKING WITH KNEE

This kick is mostly used in an emergency or with feints; mostly with the misjudgment of the flight of the ball. The ball should be met with the hard surface of the knee. The ball can be directed accurately. Feints—by stopping with chest or head leaning back as if to kick, then kicking with the knee.

FEINTS

Feints should only be performed when necessary—they should never be done just for the sake of doing. Perfection should be practiced with the correct technical movements. There are many feints but we will only deal with those deemed necessary for beginners and juniors. Because they are not easy they must be taught in elementary stages. The problems are manifold and the youngsters must be taught to memorise; they must think in succession.

THE METHOD OF TEACHING FEINTS

Feints can be applied when play proceeds along the following lines:—dribbling, stationary ball, trapping and tackling.

In the warming up part of training balancing on one leg should be tried. Games can be arranged which include hopping exercises on one leg and chasing other players and by evading the chasers by body feints. The game should be in a small area.

The first part of training the players should be to dribble with the inside and with instep, making changes in direction and sweeping around certain obstacles. Dribbling with the sole of the foot should be taught. They should skip on one leg to the front and to the back.

While skipping on one leg in a spot they should dribble with the sole backwards.

In the first stage the ball is placed stationary in front of the player, the player draws it back with his sole, then a quarter turn is made very slowly. After making the turn the ball is rolled slowly by the inside of the foot, then they roll the ball, stop

it, and try it again, with ball placed about one foot in front of them. This is to be made by both legs. This feint can be applied when shooting at goal.

BALL CONTROL

Ball control means gaining possession of a ball rolling or sliding close to the ground. The inside of the foot is most suitable for gaining control as the ball comes in contact with the widest part of the foot.

The basic principle of ball control is to stop the force of the ball. This is achieved by recoil in the direction of the ball with a quick, loose motion. It is important that the element should be able to bring down balls from all directions quickly and with either leg; not only standing but on the move and run.

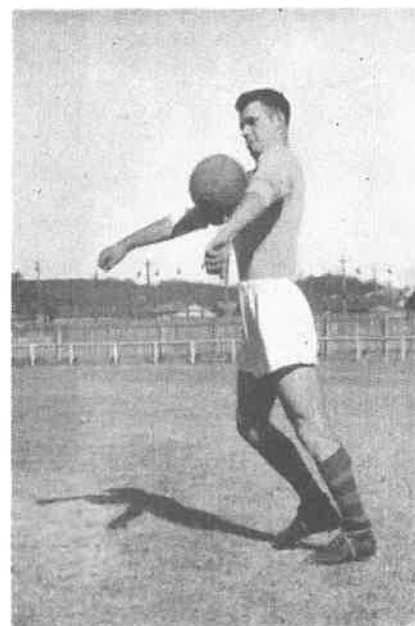
BALL CONTROL WITH THE INSIDE OF FOOT

The Player stands with foot held up in front of the supporting leg, the force of the ball is checked by recoil at the instant impact of ball—the foot is let recoil loosely. The position of the foot and meeting point is the inside of foot.

The difference to kicking with the inside of foot is opposite. When kicking, the leg is swung back, then it will swing from front to back. The motion with recoil, a quarter turn then half turn. When receiving the ball with inside of right foot, turn to right at the moment of impact. With a ball sliding close to the ground the player pretends to kick with right foot but kicks it to the left behind the supporting leg.

BALL CONTROL WITH THE INSTEP

The motions are similar to controlling the ball with inside of the foot, only the instep is used. With ball coming close to the ground the foot is raised in front of the plane of the body, the instep is placed against the ball with recoil.



M. HAMILTON stopping ball with chest in mid-air



M. HAMILTON brings the ball down.



A. JOHNS—Trapping with sole horizontal. Note balance, foot held loosely for recoil.



A. JOHNS brings a ball down to trap with sole.

STOPPING BALL IN MID-AIR

During a match the players will have to control the ball falling from various heights and angles—the ball must not rebound. The execution must be quick, both standing and running, with turns and feints.

The ball can be stopped in mid-air by the inside or instep of the foot, also the thigh, chest or head according to the fall of the ball. The main motions are stopping the ball by recoil, by decreasing the speed. The ball sense is necessary at recoil and therefore the task is to develop this. A player like Allan Johns, who is a master of ball control, has only developed the art because he was taught and practised that the ball was his servant.

The exercises necessary are ball lifting with instep. The player should drop the ball from his own hands and lift it back gently into them.

The Leading-up Exercise.—The motions without the ball should be taught first. The leg is bent from the hip, with leg held loosely and dropped down when meeting the impact of the ball. The recoil comes from the knee and hip. This movement should be practised with both legs. The player takes a ball in his hands, throws the ball up in the air, in front of his body. The instep is raised up to hip height. The ball is allowed to fall down by cushioning the ball; by this recoil the ball will fall softly to the ground.

After the player has practised throwing the ball, and the coach is satisfied the player has progressed, he will throw the ball. The coach will now throw faster and long balls from various angles. The player will move from standing and running positions. The distance will also be increased.

Field vision should also be taught. The player has to keep his eyes on the thrower and follow the ball with his second sight. The coach should persevere with this element.

The coach must pay special attention to timing. When players have to jump to stop a ball if take-off is mis-timed, it will have too much force, and therefore it will become a kick.

STOPPING THE BALL WITH THE CHEST.

Balls falling in mid-air at chest height should be stopped by body bent forward, chest drawn in, and ball chested down. Balls coming from a higher angle, the chest is bent back, cushioning movement coming from the hips, and knees will be slightly bent. The player will have his body under the ball. All the recoil will come from the knees. The arms are used for balance but must not come in contact with the ball.

Feinting to Kick.—Instead of kicking or stopping the ball on the ground, or in the air, the feint is to step over ball whilst on the ground. When the ball is in the air the leg is swung back and the body is bent forward. The foot is swung forward, then stop the ball with instep by jumping in the air. The thigh can also be used by dropping thigh and the recoil will allow the ball to fall loosely.

TRAPPING.

The trapping of a ball from all heights is most important. By mastering the "art" of trapping the player will be able to gain possession of the ball instead of the ball running away. Trapping can be performed by different parts of the foot and leg.

Trapping with the Sole.—The player holds his sole at a sharp angle over the ball in a wedge. The ball is allowed to hit the ground and the ball is wedged between sole and ground. The foot must be held loosely so as the ball will not run away.

The player can move quickly with ball without being off-balance. The player must move to the flight of ball, either forward or slightly back. The ball must be falling in front of player, not to his side.

Trapping with Inside of Foot.—The ball must come past the player's body to his side. The rebound is prevented with the inside of foot. The body is slightly turned facing the ball. The foot is held back loosely and the ball may run a little in front of the player. This trap is most essential for wingers whilst on the run.

Trapping with outside of foot.—The foot is raised in front of the supporting leg. The foot is held above the



A. JOHNS trapping with the inside of foot. Note the ball has fallen past the plane of his body—by the side.



A. JOHNS—Trapping with shin.



K. WADDINGHAM in a straddle stand to head ball while standing.



K. WADDINGHAM heading ball while standing. Note stand, balance.

ball. The player should go with the ball by turning the way the ball runs from the trap.

Trapping with Shin.—The ball is trapped by the shin held over the ball, knees bent. The supporting leg is slightly bent. In case of both legs in trapping both legs are brought close together over ball.

HEADING.

The heading of a ball accurately is just as important as kicking. It is difficult to perform if not taught at an early age. It must be taught carefully, otherwise it will hurt the young players and they will become frightened. The elements of proper heading must be taught carefully and correctly, so as to develop timing and agility.

The coach should use heading exercises in every training session. The exercises should be applied in all situations, from the simple to the complicated.

Standing to Head.—The ball must be hit by the forehead. When making contact with ball the neck muscles play an important part. The impact and force comes from the hips, the motion of the body, swinging back and then forward. The ball should be headed with eyes open, in order to watch the ball and to watch for a man who may be positioning for ball.

Standing to Head Ball.—The player stands with his legs apart, knees bent, body back from the hips. The moment of impact when ball hits forehead, his knees straighten out. The middle of forehead is used to head a ball in front.

The upper part of forehead and lower part of ball is used to head a higher ball.

Jumping to Head a Ball.—The contact of ball and head are the same as standing. To head a ball hips are used to obtain force, also the movement of body. Timing is most important, both in running and when making the jump. The heading of ball, when head and ball meet, is the dead point. Jumping too soon or too late, the force is also obtained by the jump and the contact with the ball. Balance when landing after heading, either on both feet or on one foot, so as to move away quickly are very important.

The players or coach should throw ball at first, especially beginners.

As the players become proficient the distance of throwing the ball or kicking can be increased. The distance of heading should be increased gradually.

As their ability develops they should be given more difficult tasks. Heading against opponents, heading for goal. To head against an opponent two players stand close together, or one behind the other. The ball is thrown and the player behind attempts to head ball away. The player in front does not attempt to harass at first, later he tries to harass the player heading ball. (Illustrated by K. Waddingham.)

THE THROW IN.

The throw in is one of the most important phases of the game. Not enough attention is paid to throwing in the ball. If the ball is thrown in badly the opponents have gained an advantage. An accurate throw can mean the scoring of a goal or clearing the ball from danger zone.

The execution of the throw is not taught with enough foresight. One advantage is there is no off-side. A player can position near the back line or even in goal area. It is very boring to see senior players slow in thought and throwing in wrong because they had not been taught correctly from an early age.

The player must stand behind the side line, by standing or moving to the line. When throwing the ball both feet must be on the ground. They must face the field of play.

The ball must be thrown from behind and over the head in one motion (as illustrated by C. Moore).

DRIBBLING THE BALL.

To play a game of football it is necessary to dribble the ball. This is often the only way to fight out a game. A player has to keep possession of a ball for periods of a game. In this case it is not only team work, but the individual has to resort to dribbling the ball, especially the half-backs and forwards, when attacking the opponent's goal before passing to some team-mate.



K. WADDINGHAM completing the standing header.



K. WADDINGHAM jumps to head ball away.



K. WADDINGHAM jumping to head ball away. Note the bending of the body trunk giving the impact to ball.



K. WADDINGHAM heading away from the side.

Blocking.—The double block is illegal, the one sole block, that is the sole turned upward on the side of the ball, not over the ball. The leg should not be straightened out, as this could break the opponent's leg. Defenders should be taught to feint in tackling by showing a feint to go a certain way, instead goes in with the other leg. By doing this he will make the forward make the mistake. He must keep his eyes on the ball, not the opponent's body. Balance is most important. When tackling an opponent with his back to the tackler, the player tackling should try to do one of two things. By either pouncing on him the moment he turns, going for the ball, but with great force, or by poking the tackling leg around the opponent before he turns.

When a forward is dribbling the tackle should be made when the ball has run or bounced away from him. The defender should not hesitate, he should tackle hard and quick. (Illustrated by M. Hamilton and K. Waddingham).

The Sliding Tackle is most effective when only performed correctly, the arms or hands must not touch the opponent. Defenders and forwards should be taught the sliding tackle. The fall is important. The tackler must touch the ball sooner than the opponent. In sliding the tackler must tackle when opponent has ball nearest to the player making the tackle.

To teach tackling some form of leading up exercises are necessary. First without ball and opponent. The main element is blocking with sole by placing a ball a small distance from player. The player walks to the ball and places his sole in front of ball. Then he gradually increases his speed and distance from ball. Next the ball is rolled to him, and blocks while he is running to ball. After these elements have been practised fairly well a defender is brought in. The defender stands still. The player dribbles the ball to him and the defender should block with sole. The exercise is done slowly at first, then more quickly. After plenty of practise the defender moves with ball too.

The fair shoulder charge should be taught by a forward facing a defender a few yards away and a little to the

side. The forward attempts to run past the defender, who at the same time turns and runs with him, and playing the ball, still using his shoulder, puts him off balance. The hands or arms must not push, or the body must not lay on the opponent. It is most important that suitable ground be used for practising to tackle, and the movements must be practised without ball and opponents first.

GOAL KEEPING.

Goal keeping is an art—the goal-keeper is the last line of defence, if he lets an easy goal in his team loses confidence in him. Besides it is he who has to pick the ball out of the net. The goal keeper has to be in the best condition. Anticipation and agility are the main essentials of his craft, besides a good pair of hands. He has to be able to perform the art of kicking, catching correctly low and high balls from all angles and heights. Diving, pushing and punching high balls. The art of positioning is also essential.

When catching a ball the fingers should be loose and stretched. The arms should drop down automatically when ball makes contact with hands. This will stop the force of ball, especially high balls. When the ball is lower the body must be behind the ball. The goal keeper must be able to catch balls coming from all angles and heights, whilst standing, jumping or falling.

Low balls should be gathered by both hands and taken into midriff, with one knee down on turf, the body and legs stop the ball from sliding in to goal (as illustrated by W. Avery).

Diving to Save or Push Around Post.—(As illustrated by W. Mahoney). The young player should be first taught to fall correctly while kneeling and squatting down on haunches without ball. Then with still ball, the ball should be placed some short distance away, then the player dives with out-stretched hands closing around the ball. One hand must be behind the ball, because by placing one hand behind the ball it will stop its path into goal net. The hand over ball should be used to pull ball into chest. As the player develops gradually the speed should be increased,



C. MOORE throwing the ball, upward motion.



C. MOORE about to deliver ball. Note feet on the ground and behind the line.



C. MOORE—The final throw.



K. WADDINGHAM dribbles the ball with instep

both the dive and recovering to feet. The ball should be thrown or kicked. They should be taught to dive backwards as well as sideways and forward. Diving left and right should be taught the same as using both feet.

Chest-High Balls should be hugged and pulled down to midriff. The arms should be loose so as to break the force of ball, standing or jumping. Balls coming from the side can be saved by one hand, pulling into chest and hugging the ball with both palms.

High Balls.—When catching high balls with both hands the fingers should be held loosely around the ball, then dropping arms down both together to the front, then hugging ball. All these elements should be taught in every training session correctly, and in a goal if possible.

Punching is an advantage at times. The young players should be taught to punch a ball, especially a high ball, either to put over bar or out into field of play, when ever the situation requires. The two-fisted punch motions are the bending of arms and stretching with the jump so as to gain power to punch ball away.

Position and Angle.—The young goal keeper should be taught to position and angle for various shots. They should be taught to position between goal posts and angle when advancing out of goal, the missing and possible going in. To gain anticipation and develop the ability to move quickly to the corners, to seal the angle. They should stand near the closest post to shoot. The distance to stand should be one to two yards away, according to their ability as the various situations arise. They should be taught to advance out of their goal to meet an on-coming forward so as to narrow the angle down or even tackle.

The goal keeper should be able to tell by the position and the direction of shot. The coach must show them the various feints and kicks by forwards when kicking at goal.

The goal keeper must be taught to kick off ground and out of hands, by drop kick or volley. Also the throwing of ball. As the young goal-keeper advances in skill he should be able to kick, pass or throw to a colleague nearest to him, so as to start an attack from defence. They should

be taught the powers of observation. In a game of football the team should attack and defend from its goal-keeper. It should attack from goal-keeper to left-winger, also from left-winger to goal-keeper, he should be taught to play out on the field.

The goal-keeper should be taught all the situations that occur in a game—penalty kicks, free kicks, and line outs for corner kicks, etc. The coach should instruct them on the correct methods to adopt, especially in front of goal. All these elements should be practised and carefully corrected. If the pupils are taught wrong, it is much harder to teach correctly at a later age.

TACTICS.

Tactics for beginners is not the main principle of this Coaching Manual, especially the under ten year grades. It is the older groups in Junior football we are mainly concerned about in tactics. The age groups from fourteen to eighteen years should be taught according to progress made from one year to another.

It is disheartening for any coach in the top ranks of soccer to receive a junior who has not been taught similar football to teams in the higher grades of football.

Tactics means team work, by planning according to the ability of the players; by making the various movements successful in matches; and to achieve this the tactical movements must be made quite clear to them. By co-ordination the position and tasks of the individual will be fulfilled according to the system of play. To carry out this the players must have condition, speed and ball control according to the position they play on the field.

They should know defence, cover defence and various attacking moves. Our aim is not to make robots of them, but develop their football brain to think for themselves. If we succeed to these ends we will surely have achieved success.

The methods of teaching tactics should be taught individually first, then in groups and finally as a team. They should be instructed in certain fundamentals of ball control, passing in groups and various combinations,



K. WADDINGHAM dribbling the ball, moving off with the ball at instep.



K. WADDINGHAM dribbling ball with the inside of foot.



K. WADDINGHAM dribbling ball with outside of foot.



K. WADDINGHAM-M. HAMILTON. Front tackle. Note position of ball locked in the instep.

square and triangle passing. The interchange of position during the course of the game from defence and attack. This can be achieved by leading up exercises in the form of games, because a team who only play practice games under normal rules cannot perfect their various skills. They must practice first, unharassed, then with opponents.

In a full practise game it is mainly efficiency they are looking for. The main purpose of teaching tactics is proficiency, and the perfecting of these skills will lead to efficiency.

The Building of a Team.—The unity of a team has to be shaped by the movements and position they play in, and by co-ordinating the individual tasks we will shape the unity of a team.

There are three systems of play in Soccer. The obsolete roving centre-half; the Bolt as played by some South American countries, and the more modern three Back game, or otherwise known as the W.M. System.

Since 1926 the three back game has come into being. We are only concerned with the W.M. System and its variations. In the W.M. System the positions on the field of play are: three backs, two half-backs, two inside forwards, two wingers and centre forward.

Now this does not mean in a game there are only three forwards. According to play the team may have six men in attack and six in defence when necessary. The two variations of the W.M. System are the withdrawn centre-forward and withdrawn wingers.

WITH-DRAWN CENTRE FORWARD

The centre forward withdraws, or plays behind other forwards according to plan. He may join the two half-backs in defence. His role is to gain possession of the ball to start a counter attack. When he is positioned behind his other forwards in attack his task is to draw another man from defence, either the stopper back, or possibly one half-back. When the centre forward is playing a withdrawn game his tasks are enlarged. He still has to score when opportunity arises. The two inside forwards play a greater role in attack besides working and scheming the team's attack and scor-

ing goals. The wingers have to support the other forwards in attack and also play their part in defence. In this system we have four forwards in attack backed by centre-forward and possibly one half-back, to press home an attack on the opponent's goal.

THE WITHDRAWN WING-FORWARD.

A wing-forward may withdraw again according to plan. In defence a winger may be called upon to withdraw as a counter to some dangerous opposing winger, also to gain possession to start a counter attack. He may withdraw to the penalty area, besides marking the dangerous winger. They have to cover a lot more ground as their defensive role increases, besides helping in attack, because they have to support the other forwards in attack. Never draw back a man who is a good shot. Before putting into operation in a game the coach must see the various players are in condition to carry out these tactics, to have ability to carry out their movements successfully.

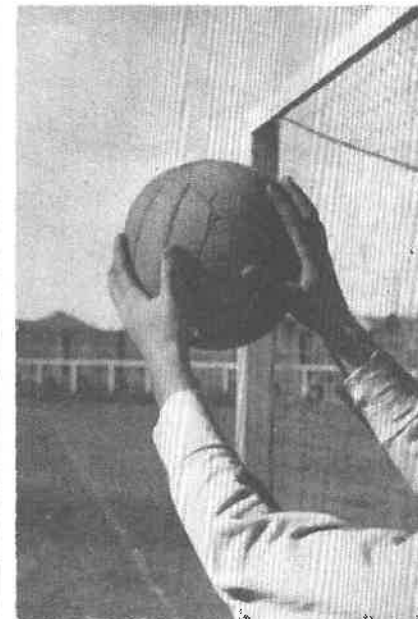
THE INDIVIDUAL TASKS.

Goal-keeper.—Has not only to guard the goals but to come out even to the edge of penalty area, at times, according to play he will act as a full-back, if need be, to receive the ball passed back when defence is in trouble, to relieve pressure and to narrow the angle down when forward is advancing. Also to clear ball quickly to the exact spot, by kicking or throwing to a prearranged spot, where a number of movements can develop. It is not always the long kick that is an advantage. Possession of the ball should be the aim. The goal-keeper should be well instructed when to come out and stop in goals.

Full Backs.—The full back's main task in defence, to assist the half-back, they have to counter the attacking forwards. Their defence must be diagonal, they must have cover defence to help guard the goal in certain situations. When goal-keeper is forced to leave goal one full-back must endeavour to cover the goal behind him. The full-backs must pivot around the centre-back. They must not be drawn out of defence by the



K. WADDINGHAM-M. HAMILTON. Tackle, putting weight on the locking of ball.



W. MAHONEY catching the ball. Note one hand should be behind the ball to stop its path into the goal.



W. MAHONEY holding the ball to catch, arms slightly bending to break the impact of ball.



W. MAHONEY catching a ball waist high, body well behind the ball.

movements of the opposing wingers or centre forwards. They must turn and attack away from defence only as a last resort to clear ball blindly away from goal area.

THE HALF-BACKS.

The half-back's task is mainly marking the inside-forwards and to prepare their attack. The ideal half-back line is one who can concentrate more on defence, the other on attack according to play, because if the opposing centre forward withdraws it is one of the half-backs who has to make the centre forward. In this case the stopper back does not allow himself to be drawn out. He will look for one of the opposing inside forwards or any other forward who may break through. The square formation half-backs and two inside forwards is obsolete. These four players have to hold the balance of play. The best methods are for movement and activity throughout the team. The whole team should work harmoniously as one, the work being shared by all the members of the team.

The Inside Forwards.—Have to run greater distances than other groups in the team. They have to help in defence, being the spear-head of attack to put the ball into net. Like the half-backs, they scheme their team's attacking movements. They are the link between defence and attack. They have to interchange with wingers and centre-forward during the course of a game. In defence their main role is to harass the opposing half-back, to gain possession of the ball to start a counter attack. They have to possess all the elements of technique besides being good shots. They must have stamina, speed, accurate ball control and a profound knowledge of the game.

Wing Forwards.—Must have ball control, speed and a good change of pace, with body feints. Also have ability to shoot well. They must be able to interchange with other forwards.

Centre-Forward.—Must be strong and possess speed, a good shot in either foot, also a good head. His technical and tactical skill must be good. He must be able to interchange in positional play.

The Goal-keeper.—Must have a safe pair of hands, to be agile, a quick thinker and a good kick. He must have anticipation and a good technical and tactical knowledge of the game.

TACTICAL AND TECHNICAL GAMES

There are many games to develop the various skills in the form of exercises in groups. Games to develop team-work, ball control and various other skills. These skills cannot be developed in a practise game alone. They must be practised individually. First with the ball unharassed, then with opponents. Two players to one ball if possible.

The leading players in the best teams in the world have to polish up their skill with the ball from one year to another. The first exercises after learning to kick a ball with beginners, should be individual and in groups.

THE TEACHING OF CORRECT RUNNING.

Correct running is important for balance, speed, the correct carriage of body and arms. The stride should be short and quick. The body should lean slightly over the ball and the arms should be carried up near the lower ribs. Run on the balls of feet. They should not pull up suddenly, but should finish the run off slowly.

In a game of football running is predominant. Running of long distances by some groups. So the training of juniors should consist of long running and speed, because their condition must be developed. The physical abilities of strength, stamina, speed and their mental outlook, powers of observation, anticipation and all other skills.

The more time spent with the ball will develop their skill and the performing movements quickly will be highly developed. In a game they will not become fatigued. They will develop the powers to use their physical abilities economically and to have the willpower to fight out a good finish.



W. AVERY goes down on one knee to save a low ball.



W. AVERY taking a ball chest high.



W. MAHONEY leaping to catch a very high ball.

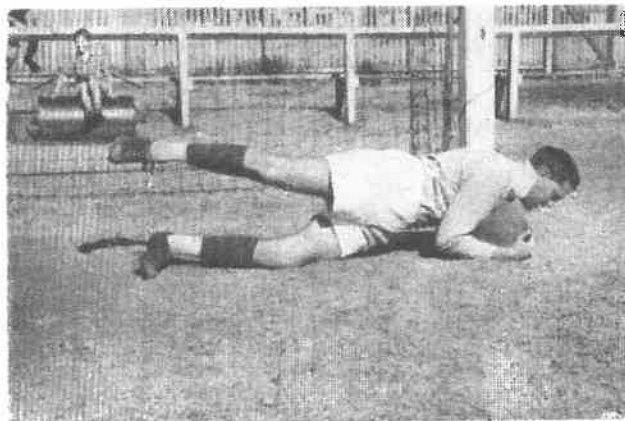


W. MAHONEY ready to dive, standing in a straddle stand, feet apart, up on toes, ready to spring.



W. MAHONEY
Leaving the mark to
dive.

W. MAHONEY
Diving to save a ball.



W. MAHONEY ready to punch ball out.



W. MAHONEY, after leaving the ground to
punch. Arms outstretched with the upward
leap to contact ball.

